

Framework for School Improvement Planning 2023/24

Section 1: School Information and 3 Year Improvement Plan Priorities	
School/Establishment	St Nicholas' Primary
Head Teacher	Charlotte Grogan
Link QIO	Vicky McKenzie

School Statement: Vision, Values & Aims and Curriculum Rationale
The above documents can be found on the school website but clicking the following link http://www.st-nicholas.e-dunbarton.sch.uk/school-info/vision-values-and-aims http://www.st-nicholas.e-dunbarton.sch.uk/school-info/curriculum-rationale

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2023/24	2024/25	2025/26
Priority 1	Further develop learning, teaching and assessment in reading.	Reading year 2, full implementation and moderation of strategy	Develop learning, teaching and assessment in Listening and Talking
Priority 2	Enhancing learning through outdoor experiences and partnership working to ensure pupil voice is central. (Year 2) Further develop Play pedagogy into P3	To further develop an approach to IDL using a pupil enquiry based approach P4-7 and embedded play within P1-3	To fully embed IDL PEBL and Play throughout the school.
Priority 3	Develop rights based learning in partnership with the mission of the Catholic Faith.	Further develop learning ,teaching and assessment in Numeracy and Maths	Numeracy and Math Year 2- Looking at Mental maths and number talks

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Section 2: Improvement Priority 1	
School/Establishment	St Nicholas' P. S
Improvement Priority 1	Improved Reading attainment for almost all learners
Person(s) Responsible	Carol Lennon(DHT) supported by HT , lead teacher working with all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
<ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy. 	school leadership teacher professionalism parent / carer involvement and engagement curriculum and assessment school improvement	QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 2.5 Family Learning QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Leadership of learning at each stage Leadership opportunities for DHT and CT Pupil Leadership of learning	Collegiate Session x 15 Additional Staffing to release lead teacher	Family learning Programme Annual Calendar of events
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional reading CLPL in partnership with Education Scotland	Continued support across school for pupils identified with reading attainment gaps.	PIRA Assessments

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Using data to inform learning and teaching CLPL	Reading assessments to support targeted intervention Ongoing continuous assessment aligned with appropriate benchmarks.	
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Almost all learners will have increased motivation and engagement in reading through an enhanced reading culture.	<ul style="list-style-type: none"> • Introduction of reading schools • Regular class visits to library • Refresh all class libraries in line with equality policy • Creation of annual calendar of events engaging with literacy partners and parents. • Creation of high profile reading displays in class and throughout the skills 	Award Accreditation Pupil Feedback – Pre and post Parental/ partners’ feedback – pre and post Staff feedback-Pre and Post	Launch in Aug23 and ongoing development. Staff session OCT Inset	
Almost all learners will benefit from a consistent, progressive and challenging approach to reading from P1-P7	<ul style="list-style-type: none"> • Professional learning programme in partnership with Education Scotland including professional reading and research. 	Staff feedback Pre Assessment data- PIRA data analysis	Collegiate sessions x 5 Oct 23	

	<ul style="list-style-type: none"> • Whole school assessment of reading skills (baseline) • Identify and agree core reading skills to be taught across all stages • Identify and agree progression of skills across all stages • Ongoing revision of progression planners • Agree pedagogy from P1-7, what does it look like, what is the teacher role, what is the learners experience. (skill by skill) • Implement agreed pedagogy and assessment (skill by skill) • Regularly moderate and identify next steps in terms of pedagogy, assessment and professional learning. • Review Literacy policy and finalise skills planners to align with agreed learning, 	<p>Class observation Learner conversation Staff feedback</p> <p>Post assessment 1-PIRA data Analysis. Post assessment 2 - PIRA data analysis</p>	<p>Collegiate x 10</p> <p>OCT In-service Day</p> <p>Lead CT/ DHT ongoing</p> <p>Nov onwards Moderation session Feb Inset Day</p> <p>Feb 24</p> <p>May 24</p> <p>June 24</p>	
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	teaching and assessment cycle.			
Almost all learners are supported appropriately by their parents in reading.	<ul style="list-style-type: none"> • Family learning programme • Parental reading literature • Creation of annual calendar of events 	Parental feedback	Aug- onwards	
Almost all learners will benefit from a consistent, progressive and challenging approach to phonics and spelling from P1-P7	<ul style="list-style-type: none"> • Increase practitioner knowledge of effective pedagogy within the teaching of phonics and spelling. • Suggested and accessible resource to support effective pedagogy 	Staff feedback Pupil feedback Attainment data	OCT In-service Day	

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Section 2: Improvement Priority 2	
School/Establishment	St Nicholas' Primary
Improvement Priority 2	Enhancing learning through outdoor experiences and partnership working to ensure pupil voice is central.
Person(s) Responsible	Angela Murray (DHT) supported by HT working with all staff

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Improvement in children and young people's health and wellbeing Improvement in attainment, particularly in literacy and numeracy.	teacher professionalism parent / carer involvement and engagement school improvement curriculum and assessment	QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 2.4 Personalised Support	Improvement in children and young people's mental health and wellbeing Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil leadership of learning	Collegiate Session x 1 In-service days Outdoor learning grab bags	Established links with parents and partners
Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Collaborative professional learning EDC Professional Learning (Play Pedagogy)		

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Learners will be actively involved in the planning of outdoor learning.	<ul style="list-style-type: none"> All classes incorporate learners into the planning in a format suitable to age and stage 'Grab Bags' created for each class – learners decide contents etc. regularly reviewed throughout the session 	Learner conversation Evidence within a variety of planning formats	Sept 23	
Learners outdoor learning experiences are relevant, linked to real life and planned learning experiences are progressive and challenging.	<ul style="list-style-type: none"> Teachers identify and plan regular and relevant opportunities for both outdoor learning and learning outdoors across all curricular area linked to yearly overview. Regularly link outdoor learning experiences to skills within the four capacities. 	QA- forward plans, learning and teaching discussions, learner conversations, class visit Evidence within each class i.e. floor book, wall display	Term 1	

	<ul style="list-style-type: none"> All classes will appropriately evidence their class journey in outdoor learning 	Learners will confidently discuss their outdoor learning journey.		
Learner will benefit from an enhanced outdoor learning environment.	<ul style="list-style-type: none"> Establish a school grounds committee- Pupil, staff, parents' partners Audit of outdoor space Create an Action Plan 	Audit Questionnaires Post evaluations	Term 1	
Learners will have an enhanced learning experience through utilising the local area and community links.	<ul style="list-style-type: none"> Teachers identify and plan relevant opportunities within the community, making use of specialists, parents, local businesses Establish links with local businesses – class level, whole school, committees Promote parental involvement in 	QA- forward plans, learning and teaching discussions, learner conversations. Feedback – partner, parent, Class and whole school displays.	Ongoing	

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	groups and committees			
Staff will continue to share good practice, resources throughout the session.	<ul style="list-style-type: none"> • Feedback session • Outdoor Learning Folder created in staff area for staff to populate with shared resources 	Pre/ Post staff questionnaire	Standing items on business meeting and inset days	
Almost all learners will experience play pedagogy from P1-3	<ul style="list-style-type: none"> • All P1-3 staff supported to develop play pedagogy within P1-3 • Staff to attend EDC training as appropriate • Allocation of additional time to support developments, observations and good practise visits to other establishments. 	<p>QA- forward plans, learning and teaching discussions, learner conversations.</p> <p>Pre and Post audit of play Staff questionnaire Impact of training and agreed next steps</p>	Session 23- 24	

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Section 2: Improvement Priority 3	
School/Establishment	St Nicholas' Primary
Improvement Priority 3	Develop rights based learning in partnership with the mission of the Catholic Faith.
Person(s) Responsible	HT is partnership with all stakeholders

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2023-26
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing	school leadership	QI 1.3 Leadership of Change QI 2.2 Curriculum QI 3.1 Wellbeing, equality & inclusion	Placing the human needs and rights of every child and young person at the centre of education Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement
Pupil leadership of learning Pupil leadership (Whole school) (JMT/ RRS) Staff Leadership	Laudato SI Pack/ SCES UNCRC Resources/ RRS Award Collegiate Session x 2	Involvement in whole school groups Support Laudato Si activities

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Professional Learning	Interventions for Equity	Pupil Equity Funding (PEF) Allocation
Professional learning session from SCES and Archdiocese of Glasgow		

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Staff and learners will confidently be able to link their Catholic values to UNCRC and the Rights Respecting School Award.	Staff development session from Archdiocese of Glasgow followed by implementation of key messages in class.	Staff Feedback Pupil Feedback	Oct	
Learners will be able to confidently demonstrate and articulate our school values and the impact of UNCRC on their lives.	Each class creates a class charter based on school values and rights. Throughout the session, each class annotate how they have demonstrated these values and rights (e.g. wall display, floor book)	All classes have a charter displayed. Displays, floor books Pupil learning conversations	August Ongoing	
Learners and the school community will become familiar with the mission of Laudato Si (Year 1)	Staff awareness session Organise service if commitment with whole school and shared with	Staff Feedback Prayer service attended by all learners	Oct/ Nov November	

	<p>wider community. (SCES Resources)</p> <p>Implement 3 placement activities</p> <ul style="list-style-type: none"> • Curriculum for being Excellent (week beg 15th Feb) • JMT activity (Feb-March) • Faith Matters (Week beg 22nd April) 	<p>Display- Class and School Pupil learning conversation Charity contribution New school prayer</p>	<p>Term 2 and Term 3</p>	
<p>To identify next steps for school and learners for Laudato Si and UNCRC/RRS</p>	<p>Evaluation activities using Developing in Faith (serving the Common Good) and Children Rights Self-evaluation (Education Scotland)</p>	<p>Completion of evaluation and next steps identified</p> <p>Pupil/ Staff Questionnaires.</p>	<p>May/ June</p>	

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Section 3: Interventions for Equity: Pupil Equity Funding (PEF) not included in priorities 1-3					
Outcomes/Expected Impact	Tasks/Interventions	Resources	Measures	Timescale(s)	Progress
Almost all identified learners will achieve their target in numeracy	Maths Recovery intervention groups	0.4 Teacher April 23- April 24 (£23,733- Using the carry forward from last session)	Pre/Post Assessments	Pre Assessment- August 23 Ongoing assessment and target setting for each individual Post assessment- April 24	
Almost all identified learners will make gains in their spelling, reading and comprehension ages.	Nessie intervention tool for identified group Rainbow Reading for identified group Shine Intervention groups	PIRA Assessments and Intervention resources (£1682.53) SLA Aug- April (22.5 hours- £10,815)	Pre/Post assessment	Pre Assessment- August 23 Ongoing assessment and target setting for each individual Post assessment- April 24	

School PEF allocation 23/24: £29, 160 + £11480 (Carry forward from last year) = £40640- £5047 (SLA April 23to June 23)= £35, 573

Total PEF allocated in SIP £ 36, 230.53 Overspend: £657.53

East Dunbartonshire: Education Service
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